DOCUMENT RESUME

ED 347 278 CE 061 377

AUTHOR Teitel, Lee
TITLE Making Connections--Between Education and Employment Training.
INSTITUTION Massachusetts State Council on Vocational Education, Boston.
PUB DATE 89
NOTE 28p.; For related documents, see CE 061 376-381. For "Commonwealth Connections," see CE 061 379.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; *Articulation (Education); *College School Cooperation; Community Colleges; Consortia; *Coordination; Demonstration Programs; *Educational Cooperation; *Education Work Relationship; Employment Programs; Federal Programs; Guides; High Schools; Institutional Cooperation; *Job Training; Postsecondary Education; Regional Schools; Statewide Planning; Two Year Colleges; Vocational Education; Vocational Schools
IDENTIFIERS *Massachusetts

ABSTRACT

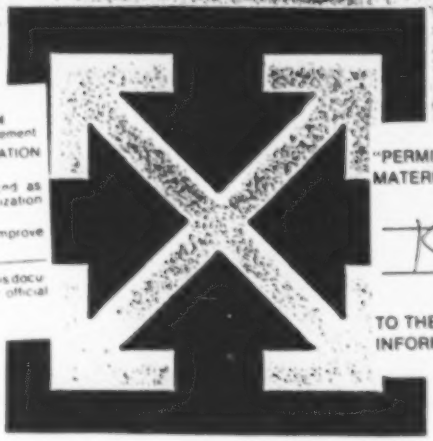
This handbook describes four innovative methods of connecting schools and colleges with employment training in Massachusetts. It is a companion document to "Commonwealth Connections," which describes successful traditional programs in schools and colleges. An introduction provides an overview of the coordination approaches, two of them designed by regional vocational-technical schools (RVTs) to help people not targeted by employment training agencies and two designed by consortia to reduce competition and streamline the delivery of services in a particular region. The first example is Greater Lowell RVT, which focuses on making evening and weekend courses available through a "vocational education triage" approach that refers students who meet targeted criteria to other agencies and serves those who do not fit into any agency's targeted population through a Carl D. Perkins Adult Training and Retraining Grant. The second example is Assabet Valley RVT, which integrates adult trainees into day course offerings. The third example is the MetroWest Education Training Group, an effort of several RVTs and community colleges to increase their involvement with the employment training system by simplifying the purchase of adult training "slots" in the schools' regular offerings. The final example is the Machine Action Project, in which the consortium pools resources of all educational providers and employment training, business, and labor groups and minimizes competition by establishing a role for each cooperating institution. One or more employment training or education institution and contact person is listed for each approach. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED347279

MAKING CONNECTIONS --

Between Education and Employment Training



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K Roberts

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Massachusetts State Council
on Vocational Education

1989

Prepared by Lee Teitel, Ed.D.

Edited by Abigail T. Slayton
and James L. Green

Guided by
the Council's
Leadership Committee

CE 061 377

BEST COPY AVAILABLE

Massachusetts State Council on Vocational Education

Laura R. Studen - *Chair*
William J. Spring - *Vice Chair*
Gloria J. Williams - *Treasurer*
Thomas M. Belton - *Secretary*

Paul Bento
Robert J. Cahill
Philip R. Day, Jr.
Jane C. Edmonds
Michael M. Murphy
Arthur R. Osborn, Jr.
Piedad F. Robertson
Michael J. Savage
William M. Swanson, Jr.

Abigail T. Slayton - *Executive Director*

State House, Room 51
Boston, MA 02133
Tel (617) 727-2499

Contents

Preface.....i

Strategies for Coordinated Service Delivery.....1

Expanding Services through Triage at Greater Lowell RVT.....8

Serving Adults During the School Day at Assabet Valley RVT.....13

Simplifying Access to School and College Training Services with Metrowest Educational Training Group.....16

Pooling Instructional Resources with the Machine Action Project.....19

PREFACE

Seeking to further the development of a fully coordinated service delivery system accessible to all, the Massachusetts State Council on Vocational Education offers this handbook to encourage the creative efforts of practitioners which are necessary to such an endeavor.

The following pages illustrate several innovative practices involving coordination between education and employment training. These are only some examples among a variety of promising practices across the State.

The Council wishes to acknowledge the help of the individuals who gave of their time to describe their programs and who agreed to be listed as contact sources in this document.

The field research necessary to identify this small sampling of new efforts in Massachusetts was made possible by a grant from the Massachusetts Board of Education and the guidance of the State Council's Leadership Committee:

Salvatore Albano	Charles Lyons
Paul Bento	David Malone
Teri Bergman	Diane Mazonson
Martin Blatt	Gerald Paist
George Counter	Nicholas Paleologos
David Cronin	Clifford Peterson
Philip R. Day, Jr.	Eugene Picard
John Dimitry	Norma Rees
Janet Doe	Robert Schwartz
Ronald Fitzgerald	Marlene Seltzer
Manthala George	David Tobin
Richard Kraus	George Traicoff
Winston Lavallee	Eric Van Loon

STRATEGIES FOR COORDINATED SERVICE DELIVERY

The traditional mechanism connecting employment training agencies and educational providers is the Request for Proposal (RFP) process. Periodically, agencies announce the availability of funds for client service contracts and ask educational institutions and a host of other providers to respond with a proposal to offer services for a segment of those funds. Proposals are submitted, reviewed, and contracts awarded competitively.

This approach, connecting a single funding agency and single education provider, has worked well to produce a great many high quality programs. It works especially well when the Service Delivery Areas (SDAs) responsible for

administering employment training funds identify local needs that particular schools are ready, willing, and able to meet. In many cases, successful programs can be run repeatedly.

Sometimes, however, the single funder/single provider RFP process has its limitations: when an individual school or college lacks sufficient resources to mount a successful program; when an SDA has several people who need a particular program of instruction, but not enough to make a program financially viable; when, due to non-overlapping geographic boundaries, a college or school wants to set up a program that will draw from more than one SDA. Furthermore, because employment training agencies work with specialized clienteles, individuals in need of employment-related education who do not

fall into certain targeted categories may "slip through the cracks" of the system.

This handbook describes several different methods of connecting schools and colleges with employment training agencies in the Commonwealth. Although some of the approaches described are funded through competitive state level RFPs, they push the limits of the traditional RFP process, which usually brings together one funding agency and one provider in one geographic area.

In highlighting other successful coordination strategies, the handbook does not seek to criticize the traditional RFP process, or minimize its importance; nor does it evaluate any individual programs, institutions or approaches. The handbook serves as a companion piece to the State Council's Commonwealth Connections, which describes

dozens of successful traditional RFP-funded programs in schools and colleges.

By highlighting several different coordinated approaches, this handbook is designed to applaud those working creatively with one another, and to suggest more diverse paths that others might take in working to better meet the education and training needs of the Commonwealth. In addition to short descriptions of each strategy, one or more employment training or educational institutions and contact persons are listed for the reader who wishes more information about that particular approach to coordination.

Because the four examples provided here are undoubtedly not exhaustive, the State Council would be interested in hearing about other innovative

connections involving education and employment training for inclusion in subsequent documents.

Overview of Coordination Approaches

The first two strategies described are designed by regional vocational-technical schools (RVTs) to help people who, because they do not fit into one of the targeted categories of the employment training agencies, might otherwise not be eligible for training. Although each school started with the same goal, the programs have evolved to be quite different, and each approach is described as a separate example. The first, at Greater Lowell RVT, has focused on making evening and weekend courses available to all who need them, while the second example, Assabet Valley RVT, has

stressed the integration of adult trainees into day course offerings.

The other two coordinated efforts highlighted in the handbook are consortia, both of which were designed to reduce competition and streamline the delivery of services in a particular region. The first of these, the MetroWest Education Training Group, is a recent effort of several RVTs and community colleges to increase their involvement with the employment training system by simplifying the purchase of adult training "slots" in the regular offerings of their respective schools.

The second consortium -- the fourth and final example highlighted in this handbook -- is the Machine Action Project, which has been established in four central and western counties of Massachusetts. In an effort to pool

resources to improve the delivery of services related to machinist training, the project has successfully brought together all the relevant educational providers, along with employment training, business and labor groups. The consortium has minimized competition by establishing for each cooperating institution a clearly designated role which draws on its strengths and, at the same time, creates a well articulated career ladder for the trainees.

EXPANDING SERVICES THROUGH TRIAGE AT GREATER LOWELL RVT

Although there are many resources available to citizens in Massachusetts for employment related instruction, most are very specifically targeted to special populations and have strict eligibility requirements. The traditional RFP process usually establishes separate programs for each targeted groups so that, for instance, a community college with a computer technician training program may be funded by an SDA to set up a cycle specifically for Job Training Partnership Act (JTPA) eligible clients. The funded course is likely to have its own hours, its own instructors and provide very little interaction for its students with the rest of the college.

This segregation of targeted

populations is one of two serious limitations of the traditional RFP process, according to F. Nelson Burns, director of Greater Lowell Regional Vocational Technical School's large-scale adult education unit. He argues that separate programs targeted for Welfare recipients or JTPA clients stigmatize them and hurt enrollments as well as job placements upon completion. A second major drawback he notes is that, since interested and capable individuals who do not meet the targeted guidelines (or meet them, but live in the wrong region) have to be turned away, there is a real problem that people, particularly the working poor, those who have been recently laid off, or those with a working spouse, "slip through the cracks" of the system and do not get the training they need.

Instead, Greater Lowell adopted an approach Burns calls "vocational education triage." Anyone interested in enrolling in one of the training programs the school offers after-hours (the adult program uses the school for 50 hours a week after 2:00 PM and on weekends) can come directly to the school. If they meet one of several targeted criteria, Burns sends them to the appropriate JTPA, Welfare, or Massachusetts Rehabilitation Commission office for a referral. Slots in Greater Lowell's adult program are a cost effective way for these state agencies to get training for individuals, and Burns reports successful subcontracting arrangements for individual referrals with employment training agencies from around the state. The "forgotten citizens" who do not fit

into any employment training agency's targeted population can usually be served by Greater Lowell through a Perkins (Federal Vocational Education Act) Adult Training and Retraining Grant.

By utilizing the existing "tremendous investment the state has already made in regional vocational technical schools" and by subcontracting when possible for slots to service targeted people with employment training agencies, Burns can keep program costs manageable. Greater Lowell has provided individualized training to several hundred individuals last year on a $150,000 grant, providing the federal and state funding agencies with a "good bang for their buck." It is, however, a "fiscal and reporting nightmare," and Burns urges state level planners to

streamline the process and devote more Perkins funds to the establishment of centers which play a clearinghouse role similar to that of Greater Lowell in each of the six Department of Education regions.

For more information, contact:

F. Nelson Burns, Director of Federal Programs and Testing Greater Lowell Regional Vocational Technical School
Pawtucket Boulevard
Tyngsboro, MA 01879
508-454-5411 x330

SERVING ADULTS DURING THE SCHOOL DAY AT ASSABET VALLEY RVT

A smaller scale program with a goal similar to Greater Lowell's is offered at Assabet Valley Regional Vocational Technical School. Also funded by Federal Vocational Education Perkins Adult Retraining money, the "Inter-agency Adult Training Grant" at Assabet integrates adults and high school students into shops and labs during the regular daytime school operation. It features a competency-based open-entry/open-exit approach and draws trainees from a variety of employment training agencies as well as from local business and industry, which utilize the school for cost effective job upgrading. Like the Greater Lowell project, an important goal at Assabet is providing service to those

who need it, even if they do not meet the requirements of JTPA, ET Choices, or Department of Employment and Training referral. The school charges a preset rate per month of training to bill agencies for referred clients and utilizes a sliding fee scale based on income for people who are paying for themselves.

According to Ina Cael, the Inter-agency Grant Coordinator, the school has shown a strong institutional commitment to working with adults. The School Committee, in response to declining traditional enrollments, has made available for adults two slots in each of the school's eighteen shops. To help overcome the barriers that many adults face in continuing their education, the school has set up -- with funding from another grant -- a daycare

center, and provides transportation for adults on the regular school bus routes (an adaptation that has required the installation of seatbelts on the school buses for the young children of the adult trainees). Cael reports that initial concerns of some teachers about mixing adults with youth in the classroom have changed to appreciation for the positive role models the adults generally provide.

For more information, contact:

Ina Cael, Inter-agency Grant Coordinator
Assabet Valley Regional Vocational School
Fitchburg Street
Marlborough, MA 01752
508-485-9430

SIMPLIFYING ACCESS TO SCHOOL AND COLLEGE TRAINING SERVICES WITH METROWEST EDUCATIONAL TRAINING GROUP

Frequently, SDAs need an instructional program for one person or a group of individuals too small to make a specially contracted program economically feasible for the SDA or any educational provider. The use of individual referrals or subcontracts for a "slot" of training was referred to in the last two examples as an important part of the operations run by Greater Lowell and Assabet Valley, allowing the schools to use employment training dollars to defray some of the costs of training supported by their Federal Perkins grants.

The MetroWest Educational Training Group is composed of five RVTs and two community colleges which have banded

together to minimize competition and to simplify and promote the purchase of training slots in their institutions by employment training agencies. The members of the group have formally offered their services to the Regional Employment Boards (REBs, formerly Private Industry Councils or PICs) in their area. Although each of the participating schools is currently offering slots for adults and mixing them with regular students, the group's proposal goes one step further by offering the REBs a coordinated "one-stop-shopping" service. At REB request, the group will assemble a catalog of their combined offerings and assume responsibility for meeting whatever instructional needs the REB expresses.

Currently, the group is waiting for the "dust to settle" on the

transformation of the PICs into REBs. Members of the group hope that, in the future, employment training agencies will show an increased interest in utilizing the resources of the RVTs and community colleges. The group stands ready to encourage and simplify that process.

For more information, contact one of the participating institutions:

Stephen Pronovost 508-485-9430
Assabet Valley Voc Tech
Fitchburg Street
Marlborough, MA 01752

Ronald Linari
Blue Hills Voc-Tech
100 Randolph Street
Canton, MA 02021
617-828-5800

Paul Bento
Keefe Tech
750 Winter Street
Framingham, MA 01701
508-879-5400

Christopher Brennan 617-272-7342 x3293
Middlesex Community College
Springs Road
Bedford, MA 01730

George Luoto 617-237-1100
Mass Bay Community College
50 Oakland Street
Wellesley Hills, MA 02181

Monroe Benson
Minuteman Tech
758 Marrett Road
Lexington, MA 02173
617-861-7150

Kenneth Dow
Tri-County Voc-Tech
147 Pond Street
Franklin, MA 02038
508-528-5400

POOLING INSTRUCTIONAL RESOURCES WITH THE MACHINE ACTION PROJECT

Articulation usually refers to "vertical" curriculum coordination between secondary and post-secondary schools to streamline a student's progress through both institutions. Collaboration is usually more "horizontal" -- involving the sharing of resources, facilities, or faculties between two or more institutions.

One plan that includes significant elements of both is the Machine Action Project (MAP) based in Springfield. The program was established after a regional needs assessment identified training needs for the machinist trades which could not be met by any one institution. It represents the pooled instructional resources of several vocational schools,

a community college (Springfield Technical CC) a private school affiliated with a trade association (Western Mass Precision Institute) and an employment training skills center (the Massachusetts Career Development Institute). It is a coordinated response to a need for the training of machinists at a variety of levels, which also includes the Division of Apprenticeship Training, the area central labor and private industry councils, the Hampden County Training Consortium and the community action agency.

The Coordinated Metalworking Memorandum of Agreement of May 16, 1988 describes a crucial aspect of this plan: "A 'career ladder' approach to metalworking training will be established by combining the best of what each individual institution has to offer in

one coordinated delivery system." For instance, the vocational high schools will offer evening courses upgrading blueprint reading and math skills, as well as their regular degree programs for youth; the skills center will offer short-term open-entry/open-exit instruction in a variety of related areas; the private school will offer its introductory machining course. The community college will provide the advanced state-of-the-art courses and serve as clearinghouse for information and for provision of "career ladder" credits.

Common curricula have been established among the various schools and skills centers which allow students studying in any of these institutions to earn a prearranged amount of credit toward the associate degree at

Springfield Technical Community College as well as toward journeyman's papers of the apprenticeship program. MAP prints a newsletter listing the various courses offered in the four counties served by the program, along with the credits available toward degrees and apprenticeship.

The Machine Action Project is housed in the Hampden County employment training agency and coordinates the involvement of the PIC, the Division of Apprenticeship Training, the curriculum advisory efforts of the National Tooling and Machining Association and the recruitment and support activities of the Pioneer Valley Central Labor Council and the Springfield Action Commission. The project receives funding from a variety of sources including JTPA, the Industrial Services Program, and the Division of Occupational

Education. This coordinated, articulated approach will also be implemented in the areas of printing and graphic communications and high technology automobile repair with the aid of a grant award from the U.S. Department of Education.

For more information, contact:

Bob Forrant, MAP Coordinator
Hampden County Employment and Training Consortium
1176 Main Street
Springfield, MA 01103
413-781-6900